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**Essential Belief Statement**

My calling to teach came to me the summer before my senior year of college at American University; I was at the time on my way to complete a degree in the field of Law. I had spent the two summers prior as a substitute teacher at the Bowdoin College Childrens Center, where I had been told numerous times by my colleagues there that I should consider education as a career due to my natural ability to work so well with children. As that last summer hit and my dreams of being a lawyer waned, the glamour of the title no longer worth the application, I started to become conscious of the joy teaching brought me. I finally found this desire and need to continue on in the field; in doing so I realized that the other teachers had seen something I had not seen in myself. I moved back to Maine and submitted two applications, one for a full time position as a pre-school teacher at Bowdoin, and another to The University of Maine Farmington, both were accepted. I loved my time at Bowdoin and all the aspects of teaching it introduced me to, the theatrics of engaging your students, the tangible evidence of how you have positively affected them, as well as all the practical arrangements that come with the career. I can now only see myself combining my enthusiasm for working with children with my personal interest in history and becoming a teacher. The thought of this accomplishment brings me so much satisfaction and certainty; it feels so nice after this long journey to be able to say, “I know what I want to be when I grow up.”

I have enjoyed my time in the early childhood field but I find that I have more interest and could have a larger impact in the high school setting. I find high school to be a very significant time in one’s life, it is scary and defining; I look forward to not only the educational conversations I have with my students but the real-life ones as well.

I am an extremely organized individual and strive best in structured environments where I know what is expected of me. In addition I rely heavily on my interpersonal skills and verbal communication; I am quick to respond and produce more external than internal dialogue. This will be reflected in the daily management of my classroom and in the presentation of assignments. My instructions will have multiple parts and contain the specifics of requirements and expectations. Even with this need to please my own personal style of learning I will need to be cognizant of how large of a role I let them play in my approach to teaching. All of these traits are dominating in nature and can overwhelm those who excel best in an environment that offers choices and spontaneity or those with a more introverted personality.

I feel quite confident with my ability to teach in the general sense; I do not doubt that this is the profession that I will remain in till retirement. My insecurities lie rather with how my relationships with my students will develop. I am victim of replying in my mind the scenario of a complete student revolt in my class due to a lack of connecting and inspiring them. While I know it is in the social sense that I usually excel I have this amplified perception of student’s resistance to authority.

I try not to expect and rather just appreciate. With that said it is hard not to note the experience that practicum offers those students enrolled. I expect to walk away from this course with the majority of the questions I currently have on the topic of teaching answered and leave with a new list, populated with ones I never thought to ponder. I expect practicum to open my eyes to the world of teaching, introduce me to the sad realities and yet still make me passionate about tackling them.